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ANNUAL REPORT

OF THE

Gileshman
and
Superintending School Committee,

OF

WALPOLE, N. H.,

WITH THE

HIGH SCHOOL REPORT.

Including also the Report of
Local Library.

~~1867-8. 8-9.~~

New Hampshire
STATE LIBRARY.

~~OCT 23 1896~~

No.

KEENE:

PRINTED AT THE NEW-HAMPSHIRE SENTINEL OFFICE.
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REPORT

OF THE

Superintending School Committee.

In compliance with the law the Committee submit to the Town the following as their Annual Report for the year 1867-8. They are pleased to be able to state generally that the Schools exhibit marked improvement in the character of the teachers, and in the attendance, discipline and progress of the pupils; a result to which the Prudential Committee have largely contributed by the exercise of greater care in the selection of the best qualified and most experienced instructors. This faithfulness in the performance of a responsible and important duty has rendered the labors of the Superintending Committee more useful and less arduous.

Before entering upon the special reports of the Schools the Committee offer a statement of Town appropriations for educational purposes, with a few other statistics.

During the past year the Town raised the sum of \$2500 for the use of its schools. The High School District (No. 1,) voted in addition a tax of \$500 to be expended in that district, —making an aggregate of \$3000 appropriated for schools, —\$1034 more than the amount required by law, affording to each scholar the average amount of \$6.08.

The whole number of pupils during the year was 505, (301 boys and 204 girls,) who attended sixteen schools in fourteen districts of the town and were instructed by six male and twenty-two female teachers.

The aggregate estimated value of the School Houses and lots is \$8100. More than half of this value is located in District No. 1.

A well selected Town Library, unusually rich in its departments of History, Biography, and Travels, numbers over 1200 volumes, and is free to all pupils as well as to all other residents.

SPECIAL REPORTS.

DISTRICT No. 2.—This school under the influence of a succession of excellent teachers is evidently taking a much higher stand. With about fifty pupils, many of them of Irish parentage, and not exhibiting proofs of wholesome home discipline, a teacher needs as a prominent qualification the power of establishing proper government and maintaining it with a firm hand. The Committee were pleased with the labors of Miss NANCY S. GOODENOUGH during the three terms of the past School year, and especially approve the course of the Prudential Committee in securing the services of a thoroughly competent teacher for three successive terms. Her experience, promptness of action and thoroughness of drill, enabled her to control her pupils and ensure their advancement.

Whispering was not entirely abolished,—forming in this respect an exception to most of our schools. The crowded condition of the house rendered it difficult to eradicate this evil. Movement exercises were practised in this school to the interest of the pupils and gratification of friends and visitors. The winter term was unfortunately shortened to three weeks in consequence of the sudden illness of the teacher.

No. 3.—The Summer term was kept by Miss EMILIE M. GREENE, whose natural talent for teaching has been previously proved in this district as well as elsewhere. Her zeal in drilling her classes was most commendable. Good order and thoroughness were characteristics of her school. There was no whispering during this term. The classes in reading were instructed with unusual care and after an excellent system. The fundamental rules of arithmetic were not neglected.

The Winter term in charge of the same teacher was suspended during two or three weeks in consequence of an alarming *epidemic* which carried mourning into several families in the district and into the school itself by removing three of its young pupils.

The Summer and Winter examinations were highly creditable.

Music, declamations, and a literary "Paper" of original compositions, formed an interesting part of the exercises.

No. 4.—Miss JOSEPHINE H. DICKEY taught the Summer school. She is one of our best qualified teachers and uniformly successful. Good order prevailed,—there was an entire absence of whispering and only a few instances of tardiness. This teacher, with a union of gentleness and firmness, commands at once the love and obedience of her pupils. She also taught a select school in the same district during the fall.

The Winter term was commenced under the instruction of Mr. DEAN BLANCHARD, Jr., and continued three weeks. In the opinion both of the Superintending and Prudential Committee, Mr. Blanchard's want of experience and of natural aptitude as a teacher rendered it necessary to engage Mr. J. A. SHERMAN to complete the term. Under the care of this able and accomplished teacher the school was restored to its former excellent condition. Order and scholarlike deportment prevailed to the profit of the pupils and the satisfaction of the Committee.

No. 5.—There was no Summer term. The Fall and Winter schools were taught by Miss HATTIE O. MASON. There were only nine pupils during the Fall Term, six of whom were from adjoining districts. The average daily attendance was 8 3-4, with no instance of tardiness, which for punctuality ranks this school as second only to District No. 6.

During the Winter term there were six scholars, and the average attendance was 5 5-8, with a single instance of tardiness. The school was satisfactorily taught.

No. 6.—The Summer and Winter Terms were under the care of Miss ROSELLA E. FAY. This teacher possesses the necessary qualifications for this school and is always faithful to her trust. Its pupils have given as great evidence of studiousness and progress as those of any other school.

There were no instances of tardiness during the Summer Term, and only two marks of absence on account of the sickness of one pupil. This shows the highest average attendance

of any school in town. It is gratifying to the Committee to state that out of the whole number of six pupils, five have their names inscribed for punctuality upon the Roll of Honor.

The whole number attending the Winter Term was 14, with an average attendance of 13 1-3. A year ago the number of pupils was four. It is to be hoped that other and more populous districts may emulate this worthy example.

No 7.—The Summer and Fall Terms were kept by the same teacher, Miss KATIE J. JOSLIN. This was her first attempt—a young teacher with seven young scholars. The school, although backward compared with neighboring districts, made good progress and gave evidence of thoroughness on the part of the teacher. The Register when returned was not fully made out. No notice was given by the Prudential Committee of the commencement of the Fall Term.

No. 8.—Miss HATTIE O. MASON taught the Summer school—the third term in which she has been employed in this district. There was an excellent class of large girls. The pupils evinced a desire to improve their time and profit by their opportunities.

The Fall term was opened by Miss L. H. Woodbury, who passed an excellent examination, and a visit to the school convinced the Committee of her special aptness for teaching, her methods of instruction being thorough and sensible. The class in Grammar was more advanced than is usually found in Summer and Fall schools. Of the fifteen scholars nine were over fourteen years of age. Unfortunately Miss Woodbury's health did not allow her to complete the term. It was finished by Miss SARA F. DERBY, who gave good satisfaction, as the Committee are informed. They endeavored to be present on the closing day, but, being obliged to attend the school examination in District No. 5 on the same afternoon, did not arrive in season. The Register of this term shows not a single instance of tardiness.

No. 9.—This school of 35 small scholars was in charge of Miss NELLIE M. FISKE. Nine of the number were less than

five years of age. So large a proportion of very young scholars made the discipline very difficult and required much time of the teacher which was properly due to older pupils.

The instruction given was of an unusually excellent character. By her lady-like bearing, earnestness, prompt mode of instruction and her finished scholarship Miss Fiske won the affection of her pupils and the confidence of all who witnessed the faithful performance of her fatiguing labors.

The Winter school was well managed by Miss MARY J. KINGSBURY, a successful and experienced teacher. Her appearance and manner in the school room showed conclusively that she was mistress of the position; while her scholarship and previous success gave ample guaranty that the district was fortunate in its selection.

No. 10.—The Summer school was again successfully taught by Miss LUCY HOUGHTON. Of the 16 pupils, 11 were neither absent nor tardy. Map-drawing was practised understandingly. At the closing examination the house was tastefully trimmed and the exercises were creditable.

Miss CARRIE O. MASON took charge of the Winter school with her usual success. The first class in Arithmetic deserves especial mention as exhibiting proof of faithful study.

No. 11.—The Summer term was under the care of Miss FANNIE A. BATCHELOR, and the Winter School was taught by Mr. E. F. HOUGHTON. Both were making their first trials as teachers and both were successful. There was some whispering in the Summer school but none in the Winter. The Committee were not in town at the close of Mr. Houghton's term, but were informed that the school fulfilled the promise of its commencement.

No. 12.—There were three terms in this district. The Summer and Fall schools were under the instruction of Miss LUELLA A. DICKINSON. Most of the pupils were quite young and but little advanced in their studies. There was no *whispering* and fewer marks of tardiness than heretofore. The scholars seemed very well taught.

The Winter term was under the management of Miss JULIETTE CHAPPELL, who is enthusiastic in her calling and had good government over her pupils. Their progress in the several branches was good. Her services were apparently appreciated in the district as she has been engaged for another term.

No. 13.—Miss JULIETTE CHAPPELL taught her first school in this district during the Summer term with creditable success. She labored assiduously to maintain good order and secure the advancement of her pupils in their studies.

Mr. C. W. HOWARD had charge of the Winter school. The Committee had the opportunity of making but one visit, which was during the third week. They found an orderly school and a competent teacher. They regret that they were not able to re-visit the school at or near its close. The teacher reported that decided improvement was made, especially in Arithmetic and Grammar. Also, that a few of the larger scholars left at the end of the fourth week; the reasons of this step are not well understood by the Committee.

No. 14.—Miss NORA GROUT, an excellent teacher of large experience, taught during the Summer term. Promptness, thoroughness and the best of discipline characterized the school. As a necessary result the closing day exhibited well drilled classes which had made marked and highly creditable progress.

Miss M. ADDIE MORSE taught the Winter school. A thoroughly competent and experienced teacher. Through her efforts a sufficient sum was generously subscribed in the district to furnish the school with a set of Cornell's Outline Maps, which she well knew how to make profitable to her pupils.

Reading and Geography deserve especial mention as being well taught. By a mistake of the messenger employed notice of the close of the school was incorrectly given to the Superintending Committee, who innocently visited the *school-house* the day after the term had finished.

In their last report the Committee, strongly impressed with the importance of the subject, urged forcibly upon Prudential

Committees the necessity of greater care and diligence in selecting the highest order of teacher procurable in the vicinity. They were fully convinced that, if by additional effort and careful enquiry each district could be supplied with a first class teacher, a series of prosperous and useful schools would result, reflecting honor upon our town and providing for all our youth the means of thorough and judicious training,—thus laying the foundation for the complete development of their mental powers and ensuring a higher degree of intelligence, happiness and success in after life.

In pursuance of this recommendation increased care has been taken during the past year in procuring competent and experienced instructors. The result already attained has been most satisfactory. At no former period, within the knowledge of the Committee, has the town exhibited so many well-governed and well-taught schools. The great majority of them have been in charge of excellent teachers, who, with natural aptitude for their calling, have combined valuable experience and a knowledge of the best modes of imparting instruction outside of, as well as within, the regular routine of the usual text books.

The thorough and exhaustive method of training in Reading, Arithmetic and Grammar, practised by several of the teachers, is beyond all praise and equal to the modes in use in Normal Schools and the best Academies.

The Superintending Committee, for the purpose of aiding the movement in favor of good teachers and good schools, during the past year adopted the practice of a more careful and systematic examination of candidates. Upon the acceptance of each teacher they took especial pains to direct their attention toward, and to require their observance of, four or five points in the discipline and instruction of their pupils, wherein, in their view, our schools have been most deficient and by which their usefulness has been much impaired. They required that the habit of whispering, so general and so destructive to all discipline and progress in studies, should be abolished *in toto* from the first day of the term:—

That instruction in writing, a branch in which so little proficiency is ordinarily made, should receive particular attention. That a stated time should be set apart for it as a distinct exercise—the teacher passing continually from desk to desk to direct the proper position of the body, the manner of holding the pen, and the faithful following of the engraved copies, which only should be used:—

That the requirement from all the pupils of thoroughness in learning their lessons and of military promptness in recitation is essential to mental discipline, and to that accuracy and readiness of knowledge, which can only render their attainments valuable in after life. To promote this mode of recitation the teacher should have, or acquire, the habit of asking all questions distinctly, in a loud tone of voice and with promptness and vivacity of manner. So imitative are young pupils that the manner of interrogation would naturally suggest a similar manner in reply, and example would prove more effective than precept:—

That tardinesses and absences, destructive to the order of schools and militating against all thoroughness of acquirement should be reduced to their *minimum* number, by proper influences upon pupils and by direct application to parents:—

That movement exercises or gymnastics, affording relief from the constraint of long sitting, promotive of cheerfulness, important in developing physically the young and growing form and counteracting the injurious effect of a confined room and the stooping posture necessitated by the ordinary school desks, should be introduced in several of our schools with a view to their general adoption,—

That object-teaching, a mode of instruction long tested and approved in the German Kinder Garten, which educates and strengthens the observing and reasoning faculties—teaching the young to observe with acuteness and accuracy everything that meets their eye, from the black lump of coal taken from the bosom of the earth to the bright colored butterfly which floats in the air around them, and to exercise their reason in

discovering the beauty, value and use of these objects—that this system of instruction, encouraging originality and independence of thought, should be fairly tested in one or more of our schools.

It has been highly gratifying to the Committee to find that these requirements have been complied with.

Whispering has disappeared from our schools, with scarcely an exception—giving place to better order and more studious habits.

An equally marked change has taken place in thoroughness of instruction and in prompt and scholarlike mode of recitation.

The attendance of pupils has been more regular and less dilatory—as evinced by the tabular statements showing last year 62 pupils only who were not tardy or absent during a whole term, but this year 188—nearly two-fifths of all the scholars in town—a noble and praise-worthy gain creditable alike to the schools and to the town.

Movement exercises or School gymnastics have been tried with success and profit in the Primary and Intermediate schools of District No. 1, also, in Districts No. 2, 3, 4, 9 and 10.

Object teaching in the Intermediate School has sufficiently proved its value to recommend its more general introduction.

A change has recently taken place in the general supervision of the schools of our State. By the old system they were under the care of ten Commissioners, one for each County, who receiving limited compensation rendered an equivalent service in the form of lectures and the cursory examination of a few schools. By the new law a State Superintendent of Public Instruction has been substituted for the County Commissioners. This office has attached to it a salary sufficient to command ability and talent of a high order. Filled by a competent person devoted to the work, the cause of education must experience a new impulse throughout the State. The present incumbent, Hon. Amos Hadley, has already exhibited commendable vigor and activity in establishing and addressing during the

past winter ten Educational Associations. These were chiefly County organizations holding monthly meetings in the different towns, the exercises of which were of a mingled popular and professional character,—in many cases partaking of the character of Institutes. The influence of these Associations must be highly useful and also effective in organizing the friends of education and in leading to regular and united action in the improvement of our school system.

The Superintendent, we are informed is earnestly interested in the establishment of Normal instruction through Institutes and a Normal School.

The value of special training schools for teachers has been long tested and confirmed. In Europe they have been in use for more than a century. France has one hundred Normal Schools; Prussia has fifty-one; Great Britain has thirty-eight. Nearly thirty years ago they were first introduced into the United States, three Normal Schools being established in Massachusetts in 1839. Since then they have demonstrated their usefulness so conclusively that to-day New-Hampshire is the only New-England, and, indeed, almost the only Northern, State destitute of a Normal School. We trust that our people, with their strong desire to place the best attainable education within the reach of their children, will require the establishment of a Normal School for the careful and thorough training of all our teachers.

During the past winter, in our town an unusual degree of interest has been manifested in Educational matters. Early in the season, while unaware that the State Superintendent was about to move in the same direction, the friends of popular education urged the formation of a town Association. "The Walpole Common School Association" held its first meeting at the Town Hall with an opening address from the Rev. Nathaniel Seaver, Jr. At the five subsequent meetings at the High School building and in Districts Nos. 3, 4 and 14, Lectures and Essays were delivered by Dr. A. P. Richardson, Prof. L. F. Ward of Westminster and Mr. E. A. Darby of Bellows

Falls. After each lecture an animated discussion ensued which awakened much interest among teachers, pupils and parents.

These meetings were fully attended and evidently productive of the best effects—arousing new zeal in their duties and pursuits among instructors and scholars and impressing parents with a stronger sense of their responsibility.

The subject of popular education has been much discussed recently in England. With the late extension of the right of franchise in the country from which our free institutions take their birth, the proper education of the new class of voters becomes important. It is gratifying to our national pride to find that among the different systems of instruction approved and recommended by their ablest writers that of the United States stands foremost.

As early as 1696 the government of *Scotland* ordained that there should be a school as well as a church in each Parish, and secured its permanance by a tax upon the land, placing the management of the schools in the hands of the tax payers and the minister of each parish. English writers admit that without doubt some portion of the superiority of character enjoyed by the poorer classes of *Scotland* as compared with their English neighbors is owing to the influence of these schools upon successive generations. In England no general provision by law for schools was ever made. The few schools founded by private bequests and apparently for charitable purposes, were mostly converted into Grammar schools where the dead languages and mathematics were alone taught, and these consequently were used by the middle and upper classes only. Although during the past sixteen years the Parliamentary grants for education have averaged annually the moderate amount of two millions of dollars, three fourths of this sum has been assigned to the schools of the established or Episcopal Church in which the Westminster catechism was regularly taught—the schools of the Dissenters taking but a small portion of these grants—and eleven hundred parishes in England being totally without government aid.

It is proposed by one educational party to make instruction a civil right and to levy local taxes (as in the United States) for the support of free schools in which only secular teaching should be paid for. This upon the ground that it is the duty of Government to see that every child should get so much instruction [rudimentary learning] as to enable him to carry on his own education.

Intelligent writers also urge, that to preserve the commercial position and prosperity of England it is absolutely necessary to develop so far as possible the intellectual powers of their people. That they have been already beaten by France and Switzerland in the manufacture of silk goods and of watches, by Belgium in locomotives and by Prussia in cheap woollens. That to achieve the educational position already attained by the United States, by Prussia, by Saxony, by Switzerland, they need, in addition to a general system of tax-supported primary schools, High Schools to receive pupils who desire to continue their education, and also advanced Scientific or Trade Schools to instruct and prepare practical business men.

These suggestions of English writers teach us to place a higher value upon our educational system, as not only securing the permanency of our free government, but as contributing directly to the material prosperity and wealth of the country in the sharp competition in manufactures and the arts which is springing up among the leading nations of the world.

In this contest to attain superior excellence and cheapness of manufacture which shall give the command of the markets of the world, it is obvious and self-evident that the nation the best educated and most intelligent have by far the greatest chance for success.

A. P. RICHARDSON, } Town Superintending
A. H. BELLOWS. } School Committee.

ROLL OF HONOR.

PUPILS NOT ABSENT OR TARDY DURING A TERM.

DISTRICTS.

High Sch'l.	{ Charlie H. Taggard,* Willie G. Leonard,* Milan W. Ball, George T. Aldrich, Mary E. Rust, Lora F. Burt.
Intermediate	{ Augustus T. Felch,* Eddie Wier,* George T. Aldrich, James DeBevoise, Herbert C. Grant, Charlie Learned, John H. Taggard, Hattie I. Putnam,* Carrie B. Royce, Mary Maynard.
Primary.	{ Irving W. Felch,† Dudley P. Hale,† Fred M. Bennett,† Henry C. Bennett,† Nat W. Holland,† Henry Holland,* Earnest T. Wakefield. Willie H. Hooper, Ashton Hubbard, Johnny Tehan, Arthur Britton, George Kimball, Nora Ball,† Mary Holland,* Mary Farnsworth, Mary Kendrick, Ida Hale, Mary Griffin, Carrie Fuller, Julia Buckley.
No. 2.	{ Patrick Bowen, Frank Dennis, Willie Pulsipher, James Dorney, Thomas McDonald, Herbert L. Cass, Ellen M. Ryan, Alice M. Elwell.
No. 3.	{ Charlie T. Kidder, Elmer S. Slade, Charlie H. Lamphere. Ella L. Royce, Elvira M. Thompson, Carrie L. Wightman, Ida L. Jennings, Mary E. Davis, Mary A. Copeland.
No. 4.	{ George Sparhawk, Warren G. Kingsbury, Willie A. Jennings. Frank A. Griggs, Frank R. Ramsey, Charles A. Jennings, Lillie Webster, Carrie N. Parker, Nellie P. Parker, Flora L. Guild, Minnie E. Graves, Ella L. Graves.
No. 5.	{ C. Harmon Watkins,* Winnie F. Watkins,* Minerva R. Watkins,* Cora J. Arnold.
No. 6.	{ Edward A. Knowlton,* Warren D. Knowlton,* Frank S. Watkins, Chauncey E. Knowlton, Willie E. Roy, Adny D. Lund, Susie G. Roy,* Sarah J. Roy,* Alice E. Bunker,* Lizzie E. Roy.

*Not absent or tardy during *two* terms.

†Not absent or tardy during *three* terms.

DISTRICTS.

- No. 8. { Susan J. Merriam,* Josie L. Stevens, Ella Scovill, Emma M. Scovill.
- No. 9. { Harry Batchelor, Russell Graves, Willis Colburn, John Webber, Frances H. Graves,* Clara J. Graves, Louisa O. Watkins, Catharine Burns, Lillie F. Lebourveau, Lizzie Webber, Carrie Colburn.
- No. 10. { Alfred M. Foster, Charlie E. Fuller, Herbert W. Smith, Charlie E. Seward, Willis C. Foster; Arthur A. Smith, Charles E. Mason, Frank H. Foster, Willie C. Mason, Velma E. Foster,* Hattie J. Mason,* Carrie W. Fuller, Hattie E. Fuller, Adine P. Foster, Alice M. Smith, Anna M. Wood.
- No. 11. { Waldo A. Burt,* Frank Dunshee,* Farley N. Burr, Carrie E. White,* Edna J. Burt,* George Genzer, Annette Dunshee.
- No. 12. { Charlie Witt,* Fred Fisher, Oliver Fisher, Willie Tuttle, Charlie Beckwith, Mary A. Tole,* Louie A. Bond,* Octavia Taunt.
- No. 13. { Frank B. Emerson, Narina Wellington,* Cora J. Arnold,* Emma B. Hinckley,* Jennie E. Ball,* Ada B. Cochran, Jane L. Cochran, Francis T. Cochran, Lizzie N. Watkins, Mary A. Watkins.
- No. 14. { Daniel W. Spaulding,* Alonzo Stevens, Henry Houghton, Leslie E. Houghton, Everett L. Houghton, Edward L. Elliott, Melissa Stevens,* Addie Spaulding, Minnie L. Hooper.

Whole number 188.

*Not absent or tardy during *two* terms.

†Not absent or tardy during *three* terms.

TABLE I.
SUMMER AND FALL SCHOOLS--1867.

DISTRICTS,.....	2	3	4	5	6	7	8	9	10	11	12	13	14
Length of School in weeks,.....	10	14	12	10	8	9	8	10	9	10	8	10	10
Wages of female teacher per mo. in 'd'g b'd.,.....	\$30	32	22	22	18	12	22	18	20	16	5	19	24
Number of scholars four years and upwards,.....	46	53	21	31	9	6	7	11	15	16	8	27	14
Average daily attendance,.....	40	36	13	26	8	5	6	9	13	15	7	22	12
Number of scholars between four & sixteen,.....	46	52	21	31	9	6	7	10	12	16	8	27	13
Number of scholars over sixteen,.....	0	1	0	0	0	0	0	1	3	0	0	0	1
Number of tardinesses,.....	40	60	8	6	0	0	13	2	2	2	2	16	4
Number not absent one half day,.....	1	1	8	10	4	5	1	0	3	4	11	6	5
Number not tardy,.....	26	32	15	26	9	6	0	5	10	15	21	19	12
Number not absent or tardy,.....	2	1	8	10	4	5	0	2	3	6	11	6	5
Number of visits by Sup'ng Committee,.....	4	1	4	3	2	3	2	0	3	1	4	2	3
Number of visits by Prudential Committee,.....	2	2	1	3	0	0	0	2	0	0	1	0	2
Number of visits by citizens and others,....	9	13	40	28	28	32	8	0	17	35	30	32	13
Months of school previously taught by teacher,.....	19	23	29	13	10	33	0	2	8	2	4	7	19

TABLE II.

WINTER SCHOOLS--1867-8.

DISTRICTS,.....	2	3	4	5	6	9	10	11	12	13	14
Length of schools in weeks,.....	3	12	12	8	12	14	12	8	11	9	12
Wages of male teacher per month including board,.....	0	0	48	0	0	0	0	28	0	34	0
Wages of female teacher per month including board,.....	\$34	34	0	22	22	34	30	0	26	0	28
Scholars four years of age and upwards,.....	36	28	35	6	14	32	21	10	21	26	15
Average daily attendance,.....	32½	21 5-6	31½	5½	13½	25	20½	9 9-10	18 1-5	21½	13
Number of scholars between four and sixteen,.....	34	20	30	4	12	25	20	9	20	21	12
Number of scholars over sixteen,.....	2	8	5	2	2	0	1	1	1	5	3
Number of tardinesses,.....	42	19	54	1	5	18	3	3	47	6	11
Number not absent one half day,.....	6	2	8	3	10	0	8	7	3	12	6
Number not tardy,.....	23	14	9	5	11	17	18	8	5	21	9
Number not absent nor tardy,.....	5	1	2	3	10	6	7	7	3	10	6
Number of visits by Superintending Committee,.....	1	2	5	1	2	1	2	1	2	1	1
Number of visits by Prudential Committee,.....	1	1	7	1	0	1	1	0	0	0	1
Number of visits by citizens,.....	0	24	50	12	24	23	35	0	8	15	10
Months of school previously taught by teacher,.....	27	32	10½	12	35¼	38	56¼	0	3	3	43

HIGH SCHOOL DISTRICT.

NO. I.

PRIMARY SCHOOL.

This school during the three terms of the year has sustained the reputation which it has so long borne. Miss ELLA R. BALL has continued in its charge. The little ones confided to her care have found in their teacher a constant watchfulness for their comfort and happiness as well as an ability to instruct them and make the exercises of the school attractive. It is always desirable to retain a good teacher several successive terms.

The movement exercises or gymnastics have been practised in this school for several years past. The little pupils go through these exercises with much apparent enjoyment and with remarkable precision. They serve to relieve the constraint and fatigue of long-sitting and at a period of rapid growth promote a healthy development of their little forms.

INTERMEDIATE SCHOOL.

This department has enjoyed a year of uninterrupted prosperity. The three terms were under the charge of three different instructors, who performed their duties so acceptably that it is a pleasure to the Committee to make a detailed report. Miss ANNETTE H. CARLETON brought to the discharge of her duties during the Spring term a mind thoroughly disciplined by a long and successful experience as a teacher in schools of a higher grade. At all times when visited by the Committee unusual order and quietness prevailed in the school-room, yet she did not *seem* to be governing her school, so gentle and firm was the control exercised over her pupils. That they were thoroughly and accurately drilled and had made satisfactory advancement was clear to those persons who attended on examination day. Object-teaching was introduced during the term and pursued with much profit,—a valuable means of cultivating the observing faculties and the reasoning powers. The

Committee regretted that a previous engagement prevented Miss Carleton from continuing longer in this school.

It was fortunate that so able a successor as Miss ELEANORA LEARNED was obtained for the Fall school. She was a first class teacher. Good order, thoroughness and promptness distinguished her school through the whole term. Ten of the most advanced pupils were subjected to written examination and were sent up to the High School. Their places were filled by some of the larger scholars from the Primary school who were found sufficiently qualified for entrance to the Intermediate.

Mr. EDWARD RUSSELL was engaged for the Winter term. Under his instruction excellent progress was made and the school was successful to the full extent of reasonable expectation.

A series of excellent schools has done much towards re-establishing the high character formerly held by this department.

HIGH SCHOOL.

The Fall and Winter terms were under the instruction of Mr. CHARLES C. DAVIS, who had been a student at Brown University for three years. The Fall term had a roll of thirty-three scholars, including ten who were duly examined and sent up from the Intermediate Department. The scholars were thoroughly drilled and not allowed to pass over their lessons in a superficial manner. They were made to do their work for themselves and taught to be independent and clear thinkers. This mode of going beyond mere routine and calling into use and strengthening all the mental powers of the pupils is practised by the best educators of youth. Normal Schools and Institutes are increasing the number of those who adopt this plan in teaching. Although Mr. Davis's qualifications were superior, his want of experience in the government of schools and a certain hastiness and indiscretion in action prevented his gaining the affectionate regard of his pupils and gave rise to frequent expression of dissatisfaction as to the management of his scholars.

During the Winter term order and good discipline continued, although sometimes maintained by an undue exercise of power. A teacher has authority to send home for the day offending pupils, but whenever the question arises of *expulsion* from school and its privileges, no decisive step can be taken except upon consultation with, and by authority of, the Superintending Committee. The hasty course of Mr. Davis in this respect is a matter of regret to the Committee.

The ability and competency of Mr. Davis as an instructor was clearly shown at the final examination, where the evident improvement in promptness of recitation and thoroughness of acquirement was made manifest. The importance of maintaining the character and standard of the High School has been urged by this Committee in a previous report. Another suggestion was also made with reference to extending the advantages of this School to all the districts in town.

A. P. RICHARDSON,	}	Superintending School
A. H. BELLOWS,		Committee of
GEORGE P. PORTER.		District No. 1.

TABLE III.

DISTRICT NO 1--1867-8.

	Spring Term.			Fall Term.			Winter Term.		
	High School.	Intermediate.	Primary.	High School.	Intermediate.	Primary.	High School.	Intermediate.	Primary.
Length of school in weeks,.....	10½	11	10	10	11	12	11	11	11
Wages of male teacher per month including board,.....	\$38	29	\$70	\$38	\$20	\$75	\$28	40	35
Wages of female teacher per month including board,.....	30	38	33	35	42	30	40	33½	35
Number of scholars four years of age and upwards,....	24	33	26	26¼	38	23	40	33½	27½
Average daily attendance,.....	30	38	22	35	42	20	40	33½	35
Number of scholars between four and sixteen years of age,.....	0	0	11	0	0	10	0	0	0
Number of scholars over sixteen,.....	5	2	2	1	2	8	6	5	9
Number of tardinesses,.....	6	9	3	8	16	3	10	21	32
Number not absent one half-day,.....	26	35	31	34	39	26	22	32	32
Number not tardy,.....	6	10	5	5	15	3	2	4	4
Number not absent or tardy,.....	6	3	7	4	4	2	3	4	2
Number of visits by Superintending School Committee,.....	2	1	2	1	0	0	3	70	27
Number of visits by Prudential Committee,.....	27	19	80	100	29	105	8	3	9
Number of visits by citizens,.....	50	3	5	17	6	8	3		
Months of school previously taught by teacher,.....	No Spring Term.								

SCHOOLS AND TEACHERS, 1867-8.

SUMMER & FALL SCHOOLS.				WINTER SCHOOLS.	
Districts.	Teachers.	Residence.	Teachers.	Residence.	Prudential Committee.
High School.	Mr. Charles C. Davis.	Walpole.	Mr. Charles C. Davis,	Walpole.	{ S. D. Learned.
Intermediate.	{ Miss Annette H. Carleton,	N. Haverhill.	Mr. J. Edward Russell,	Walpole.	{ Ransom L. Ball
	{ Miss Eleanor M. Learned,	Walpole.	Miss Ella R. Ball,	Walpole.	{ Geo P. Porter.
Primary.	{ Miss Ella R. Ball,	Walpole.	Miss Nancy S. Goodenough,	Walpole.	{ George Dennis.
No. 2.	{ Miss Nancy S. Goodenough,	Brattleboro'.	Miss Emilie M. Greene,	Brattleboro'.	{ Joseph Kidder.
No. 3.	{ Miss Nancy S. Goodenough,	"	{ Mr Dean Blanchard, Jr.	Alstead.	{ Edwin Guild.
No. 4.	{ Miss Emilie M. Greene,	Alstead.	Miss Hattie O. Mason,	Massachusetts	{ John Jemison.
	{ Miss Josephine H. Dickey,	Walpole.	Miss Rosella E. Fay,	Keene,	{ E. W. Knowlton.
No. 5.	Miss Hattie O. Mason.	Walpole.		Walpole.	{ F. Marsh.
No. 6.	Miss Rosella E. Fay,	Walpole.			{ H. C. Towne.
No. 7.	{ Miss Katie I. Joslin,	Surry.	Miss Mary J. Kingsbury,	Gilsium.	{ J. L. Lebourveau.
	{ Miss Katie I. Joslin,	Surry.	Miss Carrie O. Mason,	Walpole.	{ Levi Ball.
No. 8.	{ Miss Hattie O. Mason,	Walpole.	Mr E. F. Houghton,	Walpole.	{ Eben Burr.
	{ Miss L. H. Woodbury,	Westmoreland.			{ Charles Witt.
	{ Miss Sara F. Derby,	Westmoreland.	Miss Juliette Chappell,	Walpole.	{ Alfred Watkins.
No. 9.	Miss Nellie M. Fiske,	Alstead.	Mr. C. W. Howard,	Vermont	{ John Hooper.
No. 10.	Miss Lucy M. Houghton,	Walpole.	Miss M. Addie Morse,	Alstead.	
No. 11.	Miss Fannie A. Batchelor.	Walpole.			
No. 12.	{ Miss Luella A. Dickinson,	Alstead.			
	{ Miss Luella A. Dickinson,	Alstead.			
No. 13.	Miss Juliette Chappell	Walpole.			
No. 14.	Miss Nora Grout,	Westm'r Vt			

